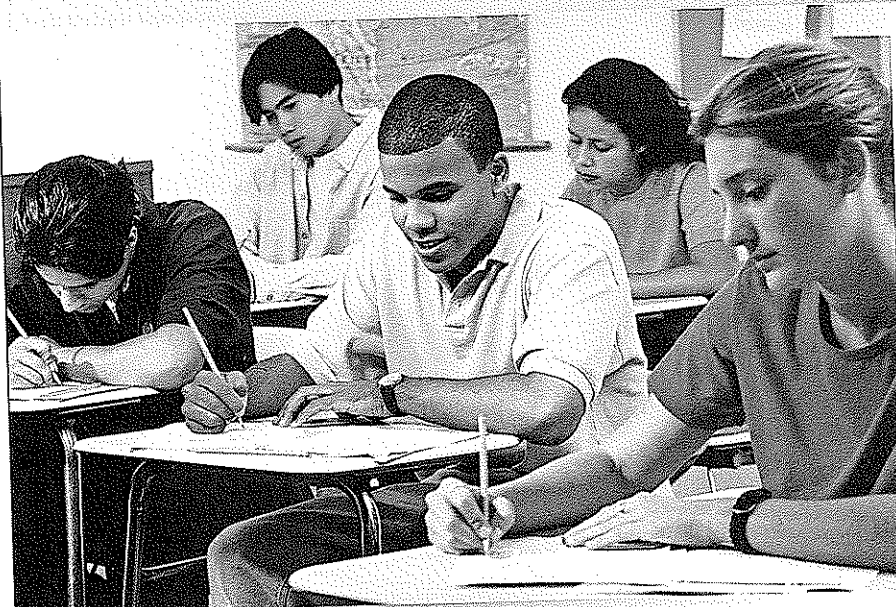


# 4

## Differentiating Instruction for Diverse Learners



### Objectives

**This chapter provides information that will help you to:**

1. Describe multiple ways in which diversity is exhibited in student characteristics.
2. Select instructional approaches and ways to interact with students that take into account their characteristics to promote student learning.
3. Identify ways to differentiate instruction.
4. Describe ways to differentiate with the universal design for learning.

## Differentiating Instruction for Diverse Learners

### Implications for Diverse Classrooms

#### Sources of Student Diversity

- Cognitive Area
- Affective Area
- Physical Area
- Learning Styles
- Gender
- Language
- Cultural Diversity
- Exceptionalities
- Students at Risk
- Socioeconomic Status

### Creating an Inclusive, Multicultural Classroom

- Create a Supportive, Caring Environment
- Offer a Responsive Curriculum
- Vary Instruction
- Provide Assistance When Needed

### Differentiating Instruction

- Elements of the Curriculum That Can Be Differentiated
- Student Characteristics That Teachers Can Differentiate
- Instructional Strategies That Facilitate Differentiation
- Differentiating with the Universal Design for Learning

Just think about the diversity apparent in a typical urban classroom. There may be a wide range of student cognitive and physical abilities. Students may have different degrees of English proficiency, and some may have a disabling condition such as a hearing disorder. A wide range of ethnic characteristics may be evident, and various socioeconomic levels are likely to be represented. The students may prefer to learn in different ways, such as in pairs, in small groups, or independently. Some may prefer written work; others may learn best when performing an activity.

These examples are just a few of the human and environmental variables that create a wide range of individual differences and needs in classrooms. Individual differences need to be taken into account when instructional methods and procedures are selected. What are the sources of student diversity? How can our understanding of these student characteristics help teachers to create an inclusive, multicultural classroom? How can you differentiate your instruction to meet the learning needs of all students? These issues are explored in this chapter.

### **IMPLICATIONS FOR DIVERSE CLASSROOMS**

Students who are in the classroom affect classroom management and instruction. Schools in the United States are very diverse and have students from different economic, cultural, ethnic, and linguistic backgrounds. In addition, you may find that your classroom has students with a range of ability levels or achievement, groups of students with skills below grade level, and students with special needs. All of these factors contribute to the diversity in your classroom.

For you and your students to be successful, you may need to make adjustments in instructional and management practices to meet the needs of different groups in your class. For example, you may find a wide variety of academic ability in your classroom and consequently need to vary your curriculum, instruction, and assessments. You also may have several students whose primary language is not English, and similar adjustments may need to be enacted. Your job is to enhance student learning, and adjustments based on student characteristics will be necessary.

Your understanding of your students will likely influence your decisions about ways that you will organize the physical environment, manage student behavior, create a supportive learning environment, facilitate instruction, and promote safety and wellness. To be an effective classroom manager in a diverse classroom, you should make a commitment to do these things:

- Get to know all of your students.
- Create an inclusive classroom by making instructional and management modifications based on an understanding of your students.
- Create a classroom environment that promotes positive behavior and enhances student learning.

### **SOURCES OF STUDENT DIVERSITY**

Individual differences abound, and adapting instruction to student differences is one of the most challenging aspects of teaching. The first step in planning to address the diversity of students is to recognize those differences. This section explores differences in cognitive, affective, and physical areas; differences due to gender, ethnicity, learning style, language, or creative potential; differences due to exceptionalities and at-risk characteristics;



and others (Gollnick & Chinn, 2009). In the classroom, students rarely fall cleanly into one category or another and may exhibit characteristics from several categories.

### Cognitive Area

*Cognitive activity* includes information processing, problem solving, using mental strategies for tasks, and continuous learning. Children in a classroom will differ in their cognitive abilities to perform these tasks. Thus, there may be a range of low-academic-ability to high-academic-ability students in a classroom. *Intelligence* involves the capacity to apprehend facts and their relations and to reason about them; it is an indicator of cognitive ability.

Howard Gardner (1983, 1995, 1999) believes that all people have multiple intelligences. He has identified eight independent intelligences: linguistic, musical, logical-mathematical, spatial, bodily kinesthetic, naturalistic, interpersonal, and intrapersonal. According to this theory, a person may be gifted in any one of the intelligences without being exceptional in the others. Gardner proposes more adjustment of curriculum and instruction to individuals' combinations of aptitudes. Do not expect each student to have the same interests and abilities or to learn in the same ways.

The work of Gardner and other cognitive psychologists provides ideas for teachers when selecting instructional techniques and differentiating instruction. When considering the cognitive differences of your students, you should do the following:

1. Expect students to be different.
2. Spend the time and effort to look for potential.
3. Realize that student needs are not only in deficit areas. Development of potential is a need, too.
4. Be familiar with past records of achievement.
5. Be aware of previous experiences that have shaped a student's way of thinking.
6. Challenge students with varied assignments, and note the results.
7. Use a variety of ways of grading and evaluating.
8. Keep changing the conditions for learning to bring out hidden potential.
9. Challenge students occasionally beyond what is expected.
10. Look for something unique that each can do.

There are many useful resource guides about addressing the diversity of students by applying the multiple intelligences to lesson activities (e.g., Campbell, 2008; Campbell, Campbell, & Dickinson, 2004; Fogarty & Stoehr, 2008; Lazear, 2003).

**Struggling Learners.** A student who is considered a *struggling learner* cannot learn at an average rate from the instructional resources, texts, workbooks, and materials that are designated for the majority of students in the classroom (Bloom, 1982). This student often has a limited attention span and deficiencies in basic skills such as reading, writing, and mathematics. He or she needs frequent feedback, corrective instruction, special instructional pacing, instructional variety, and perhaps modified materials (Educational Research Service, 2004).

For the struggling learners in your class, you should (a) frequently vary your instructional technique; (b) develop lessons around students' interests, needs, and experiences; (c) provide for an encouraging, supportive environment; (d) use cooperative learning and peer tutors for students needing remediation; (e) provide study aids; (f) teach content in small sequential steps with frequent checks for comprehension; (g) use individualized materials and individualized instruction whenever possible; (h) use audio and visual materials for instruction; and (i) take steps to develop each student's self-concept (e.g., assign a task where the student can showcase a particular skill).

**Gifted or Talented Learners.** *Gifted or talented learners* are those with above-average abilities, and they need special instructional consideration. Unfortunately,

some teachers do not challenge high-ability students, and these students just "mark time" in school. Unchallenged, they may develop poor attention and study habits, form negative attitudes toward school and learning, and waste academic learning time. This problem is illustrated in Figure 4.1, which reproduces a real note that a middle school teacher received concerning the need to challenge the class. Many resources for teaching gifted students are available (e.g., Karnes & Stephens, 2008; Smutny & von Fremd, 2009).

For these students, you should (a) not require that they repeat material they already have mastered; (b) present instruction at a flexible pace, allowing those who are able to progress at a productive rate; (c) condense curriculum by removing unneeded assignments to make time for extending activities; (d) encourage students to be self-directing and self-evaluating in their

### myeducationlab

Go to MyEducationLab, select the topic **Special Needs and Differentiating Instruction**, click "videos," and select "Challenging Gifted Students." Watch the video and answer the questions that accompany it.

The petition provided here is real. It was left on the desk of a middle school math teacher by a student who had become frustrated with his math class. The teacher was able to figure out that it was written by an identified gifted student. The student attended a large middle school in a small city in the Midwest. Twenty other students also signed the petition before it was given to the teacher.

#### WANTED: WORK

I, as a concerned and bored student, am protesting against you underestimating our abilities. I'm sorry to say that I'm writing this in class, but what we do in here is really not worth working on. Review, review, that's all we do. This class is no challenge. If I've learned anything in this class, it would be boredom. I want work. We want work. I have no intention to do anything in this class except twiddle my thumbs. I've found no enjoyment in sitting here listening to my teacher repeat things I've learned in the fifth grade. I'm sure others feel the way I do. Please, we want a challenge.

Sincerely,

Bob

**FIGURE 4.1 A Petition to Be Challenged**

work; (e) use grading procedures that do not discourage students from intellectual risk taking or penalize them for choosing complex learning activities; (f) provide resources beyond basal textbooks; (g) provide horizontal and vertical curriculum enrichment; (h) encourage supplementary reading and writing; and (i) encourage the development of hobbies and interests.

### **Affective Area**

Education in the *affective area* focuses on feelings and attitudes. Emotional growth is not easy to facilitate, but sometimes the feelings students have about their skills or the subject are at least as important as the information they learn (Slavin, 2009). Self-esteem, time management, confidence, and self-direction are typical affective education goals.

While affective goals have played a secondary role to cognitive goals in school, they should be given an important place when planning and carrying out instruction. Love of learning, confidence in learning, and cooperative attitudes are important objectives that teachers should have for students. You may find a range of affective characteristics exhibited in the classroom, from low to high self-esteem, confidence, cooperation, self-direction, and the like.

### **Physical Area**

Perhaps the best place to observe the wide range of physical differences among students is the hallway of any junior high or middle school. Tall and short, skinny and heavy, muscular and frail, dark and fair, active and quiet describe just a few of the extremes one can see there.

Physical (psychomotor) differences among students have sometimes been overlooked by teachers who are not involved in physical education (Woolfolk-Hoy, 2007). *Psychomotor skills* involve gross motor skills and fine motor skills, such as dribbling a basketball and drawing a fine line. These skills are integral parts of most learning activities. Indeed, psychomotor and affective objectives often overlap.

Physical demands on learning are obvious in areas of handwriting, industrial arts, sewing, typing, art, and driver education. However, they must not be minimized in less obvious areas such as science labs, computer classes, speech and drama, and music. Vision and hearing deficiencies also contribute to individual differences. You should recognize the importance of physical skills to the total learning program and explore the possibilities for including psychomotor development activities in classroom objectives.

### **Learning Styles**

A *learning style* is an individual's preferences for the conditions of the learning process that can affect one's learning (Woolfolk-Hoy, 2007), including where, when, and how learning takes place, and with what materials. These styles may play an integral role in determining how the student perceives the learning environment and responds to it. Therefore, knowledge about learning styles can allow teachers to provide options in the classroom that would enhance students' learning.



Theories and research studies about learning styles are tentative and ongoing, but several promising areas of instructional assistance have emerged. These include cognitive style, brain hemisphericity, and sensory modalities. Students' learning styles can be addressed by using differentiated instructional techniques (Gregory, 2005).

## SAMPLE STANDARDS

### Differentiating Instruction

There are ten INTASC standards (see page xxi), and each standard includes a list of knowledge, dispositions, and performances to indicate more clearly what is intended in the standard.

Since this chapter deals with differentiating instruction, some representative statements for knowledge, dispositions, and performances from one or more of the INTASC standards are listed here concerning topics in this chapter.

#### *Knowledge*

- The teacher understands how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values. (INTASC #3)
- The teacher recognizes factors and situations that are likely to promote or diminish intrinsic motivation, and knows how to help students become self-motivated. (INTASC #5)
- The teacher understands how cultural and gender differences can affect communication in the classroom. (INTASC #6)

#### *Dispositions*

- The teacher believes that all children can learn at high levels and persists in helping all children achieve success. (INTASC #3)
- The teacher appreciates and values human diversity, shows respect for students' varied talents and perspectives, and is committed to the pursuit of "individually configured excellence." (INTASC #3)
- The teacher is committed to the continuous development of individual students' abilities and considers how different motivational strategies are likely to encourage this development for each student. (INTASC #5)

#### *Performances*

- The teacher identifies and designs instruction appropriate to students' stages of development, learning styles, strengths, and needs. (INTASC #3)
- The teacher makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication and response modes) for individual students who have particular learning differences or needs. (INTASC #3)
- The teacher analyzes the classroom environment and makes decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work. (INTASC #5)

**Cognitive Style.** Cognitive style should be considered in planning. *Cognitive style* refers to the way people process information and use strategies in responding to tasks. Conceptual tempo and field dependence/field independence are two categories of cognitive style that educators may consider when planning instruction.

First, *conceptual tempo* deals with students being impulsive or reflective when selecting from two or more alternatives. For example, impulsive students look at alternatives only briefly and select one quickly. They may make many errors because they do not take time to consider all the alternatives. However, not all cognitively impulsive students are fast *and* inaccurate. On the other hand, reflective students deliberate among the alternatives and respond more slowly.

Second, *field dependence/field independence* (sometimes referred to as *global/analytic style*) deals with the extent to which individuals can overcome effects of distracting background elements (the field) when trying to differentiate among relevant aspects of a particular situation. You can expect field-dependent students to be more people oriented, to work best in groups, and to prefer subjects such as history and literature. Field-independent students would prefer science, problem-solving tasks, and instructional approaches requiring little social interaction (Slavin, 2009). Field-dependent students respond more to verbal praise and extrinsic motivation, while field-independent students tend to pursue their own goals and respond best to intrinsic motivation.

**Brain Hemisphericity.** *Brain hemisphericity* is another aspect of student preferences for learning environments. The two halves of the brain appear to serve different functions, even though they are connected by a complex network which orchestrates their teamwork (Sousa, 2006). Each side is dominant in certain respects. Left-brain-dominant people tend to be more analytical in their orientation, being generally logical, concrete, and sequential. Right-brain-dominant people tend to be more visually and spatially oriented and more wholistic in their thinking.

Teacher presentations focusing on left-hemisphere activity include lecture, discussion, giving verbal clues, explaining rules, and asking yes-no and either-or questions in content areas. Useful materials include texts, word lists, workbook exercises, readings, and drill tapes. To develop left-hemisphere functions, teachers should (a) introduce and teach some material in the linear mode, (b) sequence the learning for meaning and retention, (c) conduct question-and-answer periods, (d) emphasize the meanings of words and sentences, and (e) increase student proficiency with information-processing skills such as note taking, memorization, and recall.

Teacher presentations featuring right-hemisphere activity involve demonstration, experiences, open-ended questions, nonverbal clues, manipulations, and divergent thinking activity. Useful materials for these activities include flashcards, maps, films, audiotapes for main ideas, drawings, and manipulatives. To develop right-hemisphere functions, teachers should (a) encourage intuitive thinking and "guess-timating," (b) allow for testing of ideas and principles, (c) introduce some material in the visual/spatial mode, (d) use some nonsequential modes for instruction, and (e) integrate techniques from art, music, and physical education into social science, science, and language arts disciplines.



## Voices from the Classroom

### Learning Styles

Loraine Chapman, instructional technology training, Tucson, Arizona

Shortly after I began teaching, I noticed that students react differently to learning tasks. For example, Kelly stated that unless she can hear the words she reads, she has difficulty comprehending. Delila needs complete silence when she reads and will even put her fingers in her ears when reading to make it quieter. When given the option, some students always select a partner for work, while others work alone.

After gathering more information about learning styles, I began to incorporate that information into my lesson plans and developed strategies to

take into account the various cognitive learning styles of my students. For example, sometimes I let students choose from a list of activities that all fulfill the lesson's objectives, but each activity involves a different type of learning experience reflecting the various learning styles.

I also believe that students need to learn to stretch and use all learning styles. So within a class, or over a few days or a week, tasks using all learning styles will be incorporated into the lessons, and each student must complete each activity, no matter what the learning style.

**Sensory Modality.** Sensory modality is a third factor in students' preferences for a learning environment. A *sensory modality* is a system of interacting with the environment through one or more of the basic senses: sight, hearing, touch, smell, and taste. The most important sensory modalities for teachers are the visual, auditory, and kinesthetic modes. Information to be learned is first received through one of the senses. The information is either forgotten after a few seconds or, after initial processing, is placed in short-term or long-term memory. Learning may be enhanced when the information is received through a preferred sensory modality. Use a variety of instructional approaches that enable the students to receive the content through one or more of the basic senses.

### Gender

There are obviously differences between males and females, and some of those differences influence students' performance at school. Researchers have found that females generally are more extroverted, anxious, and trusting; are less assertive; and have slightly lower self-esteem than males of the same age and background. Females' verbal and motor skills also tend to develop faster than those of males (Berk, 2008, 2007; Sadker & Silber, 2007).

Gender differences are caused by a combination of genetics and environment. These differences are examined in *Boys and Girls Learn Differently* (Gurian & Henley, 2001), which includes discussions concerning elementary, middle, and high school classrooms. Concerns about boys' performance in school are examined in sources such as *The Minds of Boys* (Gurian & Stevens, 2005) and *Teaching the Male Brain* (James, 2007).

In a study by Auwarter and Aruguete (2008), teachers' perceptions and expectations for students were shaped by students' gender and socioeconomic status (SES). Teachers

rated high-SES boys more favorably than low-SES boys but low-SES girls more favorably than high-SES girls. Teachers perceived that low-SES students have less promising futures than do high-SES students. Findings suggest that teachers are likely to develop negative attitudes toward low-SES students in general but especially boys. The study did not find that all teachers have these preconceived attitudes but suggests that teachers should be cautious about holding differing expectations for students based on gender or SES.

There are also gender differences in career preparation and career choice. Teachers should keep both boys and girls academically motivated, especially in science, technology, engineering, and math areas, where gender-based differences in career choices still exist. To address this, you can do these things (Tsui, 2007):

- Provide students with a mix of successful male and female role models.
- Make sure that girls take an active part in math and science classes, especially given boys' tendency to be more assertive in such settings.
- Use more hands-on experiments and group activities and less teaching by telling and lecturing.
- Allow students to investigate real-world problems, both large and small.
- Encourage students to see that academic achievement is more a product of effort than of natural ability.
- Help parents recognize the importance of having gender-neutral expectations for their children's education.

What can you do to prevent gender inequity in your classroom? First, be aware that you may have stereotypical attitudes that influence the ways you interact with boys and girls. Research indicates that teachers interact with boys more often and ask them more questions; boys are also more likely to ask questions and volunteer comments about ideas being discussed in class (Good & Brophy, 2008). These patterns can lead to girls being less involved in learning activities and ultimately having lower achievement.

You can make your classroom more gender friendly for all students by following these guidelines: (a) incorporate movement in instruction, (b) make learning visual, (c) give students choice and control, (d) provide opportunities for social interaction, (e) find ways to make learning real, (f) blend art and music into the curriculum, (g) connect with your students, (h) promote character development for the benefit of the individuals and the classroom environment, and (i) encourage equal participation (Gurian, Stevens, & King, 2008; James, 2007).

### Language

Some students come from homes where English is not the primary language or is not spoken at all. They may have limited proficiency in English. In descending order, Spanish, French, German, Italian, and Chinese are the top five languages spoken at home other than English. This fact has a bearing on teachers' decisions about management and work.

There are four major instructional models for serving English language learners (Rothenberg & Fisher, 2007), each varying in the degree to which it incorporates the student's first language and the approach it takes in delivering academic content:

1. instructional methods using the student's first language (which are transitional programs)
2. instructional methods using the first language as support
3. instructional methods using English as a second language
4. content-based instruction or sheltered instructional methods

Presently, one in nine students in U.S. public schools, or over 5 million students, have limited English proficiency. This is an increase of 150 percent over the last decade. Some estimates claim that by 2025, one in four public K-12 students will come from a home where a language other than English is spoken (NCELA, 2005, 2006). Many students will have limited English proficiency when they begin school, and some will remain less than completely fluent for years (Goldenberg, 2008).

As an educator, it is increasingly likely that you will have English language learners in your classes. To help address the learning needs of ELLs, apply the following principles:

1. *Instruction in the primary language aids achievement.* Academic instruction in the student's home language should be part of the educational program of an ELL when possible. The National Literacy Panel conducted a meta-analysis of experimental studies and concluded that teaching reading skills in the first language is modestly more effective in terms of second-language achievement than immersing children in English (August & Shanahan, 2006).

2. *Good instruction for English language learners is similar to good instruction for other English-speaking students.* Primary-language instruction is often not feasible for various reasons, including the fact that over 400 different languages are spoken in the United States (Capps, Fix, Murray, Passel, & Herwanto, 2005). The best evidence researchers have suggests that ELLs learn much the same way as other students and that good instruction for students in general tends to be good instruction for ELLs in particular. Thus, English language learners benefit from (a) clear goals and objectives, (b) well-designed instructional routines, (c) active engagement and participation, (d) informative feedback, (e) opportunities to practice and apply new learning and transfer it to new situations, (f) periodic review and practice, (g) opportunities to interact with other students, and (h) frequent assessments, with reteaching as needed (Marzano, 2007).

3. *English language learners require instructional accommodations.* While general principles of effective instruction should be the basis for instructing ELLs, these students need certain accommodations. The National Literacy Panel found that the impact of instructional interventions is weaker for English learners than it is for English speakers, suggesting that additional supports or accommodations are needed for ELLs to derive as much benefit from effective instructional practices. These additional supports or accommodations include the following:

- using the primary language strategically
- providing predictable, clear, and consistent instructions, expectations, and routines



- offering extended explanations and additional opportunities for practice
- providing redundant information, such as visual cues and physical gestures
- focusing on the similarities/differences between English and the native language
- building on students' knowledge and skills in the native language
- identifying and clarifying difficult words and passages
- consolidating text knowledge through summarization
- providing extra practice in reading words, sentences, and stories
- providing opportunities to have students work in pairs or small groups with tutors
- discriminating and manipulating the sounds of the language (phonemic awareness)
- decoding words (phonics)
- targeting vocabulary and checking comprehension frequently
- paraphrasing students' remarks and encouraging expansion

Providing instruction in English language development and opportunities to extend oral English skills are critical for ELLs. Every lesson should target both course content and English language development. Students must make rapid progress in their oral English skills if they are to enter the educational mainstream and derive maximum benefit from classroom instruction delivered in English. To do so, they must have a supportive learning environment (Goldenberg, 2008; Slavin, Cheung, Groff, & Lake, 2004).

## Classroom Case Study

### Adjustments for English Language Learners

Jason Kulpinski teaches high school history in an urban school in which 25 percent of the students are Hispanic and many are English language learners. To introduce his classes to some of the major events and themes of U.S. history, Mr. Kulpinski uses short texts: texts that can be read in one sitting and that combine both words and pictures to tell a story. He has found that all the students in his classes have benefited from reading the short texts.

The short texts provide ELLs with background knowledge on the content they will learn in the course. Without this background, many students would have no prior knowledge as a reference point for learning new content in the unit. With the design of words and pictures providing context clues, the short texts help struggling readers and English language learners to negotiate meaning from the material.

Mr. Kulpinski has seen many of his hesitant readers grow in confidence after they have read several short texts and been able to comprehend the content. Class discussions also have been enhanced by the use of short texts.

#### Focus Questions

1. How does Mr. Kulpinski's strategy of using short texts help him to teach diverse learners?
2. How do all learners in the classroom benefit from this strategy?

## Cultural Diversity

*Cultural diversity* is reflected in the wide variety of values, beliefs, attitudes, and rules that define regional, ethnic, religious, and other culture groups. Minority populations wish their cultures to be recognized as unique and preserved for their children. The message from all cultural groups to schools is clear: Make sure that each student from every cultural group succeeds in school.

*Culturally responsive teaching* is instruction that acknowledges cultural diversity (Gay, 2000, 2005). It attempts to accomplish this goal in three ways: (a) accepting and valuing cultural differences, (b) accommodating different cultural interaction patterns, and (c) building on students' cultural backgrounds. Culturally responsive teachers use the best of what is known about good teaching, including strategies such as these (Irvine & Armento, 2001):

- connecting students' prior knowledge and cultural experiences with new concepts by constructing and designing relevant cultural metaphors and images
- understanding students' cultural knowledge and experiences and selecting appropriate instructional materials
- helping students to find meaning and purpose in what is to be learned
- using interactive teaching strategies
- allowing students to participate in planning
- using familiar speech and events
- helping learners construct meaning by organizing, elaborating, and representing knowledge in their own way
- using primary sources of data and manipulative materials

In a culturally relevant classroom, the student's culture is seen as a source of strength on which to rely, not as a problem to be overcome or as something to be overlooked (Ladson-Billings, 1997). Teachers can weave a range of cultural perspectives throughout the curriculum to make education more relevant for students who see their cultures recognized. In doing so, teachers need to be aware of a variety of cultural experiences to understand how different students may learn best (Moje, Collazo, Carillo, & Marx, 2001). Learning about the various cultures is important. Resources such as *Through Ebony Eyes* (Thompson, 2004) and *Up Where We Belong* (Thompson, 2007) provide information about helping African American and Latino students in school.

Each cultural group teaches its members certain lessons about living. Differences exist among cultures in the way members conduct interpersonal relationships, arrive on time, use body language, cooperate with group members, and accept directions from authority figures. You need to treat each student as an individual first, because that student is the product of many influences. Many resources are available concerning cultural diversity (e.g., Banks, 2006; Gollnick & Chinn, 2009). As you consider individual differences produced by cultural diversity, you should do the following: